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ABSTRACT

An investigation of two sentence types in English and Spanish contrasts the syntactic features of each and examines the implications for second language instruction. Existential-presentative (ex-pr) and non-existential-presentative (pr) sentences are seen as an important tool for communication because they introduce an element that is pragmatically "new" and "presentative" by delaying it to a position after the introductory ex-pr or pr verb. First, a structural taxonomy of the subtypes of both sentence types is presented and discussed, first for English and then for Spanish. Then the contrasts between the two languages are examined at the structural and pragmatic levels. The bulk of the study is an analysis of cases in which structural contrast exists with pragmatic equivalence. Possible obstacles to effective second language learning, primarily of English for Spanish-speakers but also of Spanish for English-speakers, implied by the findings are discussed. The sentence structure taxonomies are appended. Contains 21 references. (MSE)

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A CONTRASTIVE ANALYSIS OF EXISTENTIAL-PRESENTATIVE AND PRESENTATIVE SENTENCES IN ENGLISH AND SPANISH *

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Existential-presentative sentences are an important tool for communication in most languages (Givón 1979:72-73). This applies to non-existential presentative sentences,too. Therefore it is important for the foreign language learner to master the most useful types of these sentences at each level of proficiency and for each functional purpose.

Both existential-presentative sentences (henceforth 'ex-pr') and presentative sentences (henceforth 'pr') usually introduce an element which is pragmatically 'new' and 'presentative' by delaying it to a position after the verb. Instead of

1) A boy is in the street

(where *A boy* would be mentioned for the first time) English usually prefers

2) There is a boy in the street

with unstressed *there*. Similarly with presentative sentences:

3) *Four o'clock is

(telling the time) is not a possible English sentence. The grammatical English sentence is

4) It's four o'clock.

Non-presentative existential sentences such as *God exists* or *Someone is in this house* lie therefore outside the scope of this study. (1)

The term 'presentative' probably requires some explanation. Hertzron (1975:347-75) gives a clear account of the notion.(2) A presentative element is one used by the speaker with the purpose of indicating that its referent is going to be mentioned or implied in the subsequent discourse. Normally the formal signal that a constituent is presentative is its position after the introductory verb. The sentence in example 2 above would be uttered as part of a text (either a conversation or a monologue, both either written or spoken) and the portion of the text coming after that sentence would normally contain some reference (implicit or explicit) to the referent of *a boy*, since this noun phrase is presentative.

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In the present study I shall not follow strictly any one particular linguistic theory, since my purpose is simply to identify the main types of these constructions in English and Spanish and the principal constrasts between both languages in this area, with the central goal of predicting some of the problems that learners of either language may have to face with these types of sentences. Therefore I cannot devote any space to a discussion of the advantages of one theory over another. Anyway, if I were bound to make a statement of linguistic faith, I would suggest Dik's Functional Grammar (see Dik 1978,1983, 1989, and especially 1980, which contains an analysis of a kind of ex-pr's), or Cognitive Linguistics (Lakoff 1987)), as the ones closest to my own view of language.

Types of existential-presentative and presentative sentences in English.

This taxonomy is based on Barcelona (1986:168-80). It is laid out in Chart 1. Some very brief discussion is in order. To begin with, in my view *there* and *be* should be regarded as constituting a single functional unit, in spite of the fact that syntactically *there* behaves as the subject of the sentence in such processes as interrogation,negation, subject-operator inversion and tags (Quirk et al,1985:1404), but not in clefts or in appositions (Allan 1970:4-8). Allan demonstrates convincingly the functional unit of the construction: semantically it denotes existence and pragmatically it is presentative. (3)

'Pure' existentials are those that merely assert the existence of an element without placing it in any spatio-temporal coordinates, although some linguists think that the semantic structure of these sentences contains an implicit reference to a generalized location (Dik,1980).

The remaining types of ex-pr's in the chart indicate the existence of an element located within certain spatio-temporal coordinates, which are either explicit or can be easily recovered from the context. Thus the third example in the chart (*There was a bit of trouble*) has a specific implicit location and time, which either have been (or will be) mentioned in the discourse within which the sentence occurs, or are implicit in the situation.

Simple existentials are existential sentences made up of only one clause; that is, sentences in which there is only an introductory verb (*be* or any other verb (*V*) acceptable in the construction) followed by the presentative NP, without any type of clausal postmodification. As for *have*-existentials or *A+V* constructions (Spatial Adverbial + (intransitive) verb), their existential-presentative character in English is fairly well-established (Quirk *et al* : 1409-14). (4)

Complex existentials are those in which there is more than one clause. We can distinguish two main subtypes of them:

(i) Ex-pr's in which the presentative element is followed by some type of clausal postmodification, which may consist of a relative clause, an *-ing* or an *-ed* participial clause, or an infinitival clause. Van Oosten (1985:50) calls these clausal postmodifiers the 'codicil'.

(ii) The *-ing / -ed clause + V* subtype, in which the subordinate participial clause cannot be said to be grammatically a postmodifier of the presentative NP. It may seem odd to find the constructions *-ing + V* and *-ed + V* in the taxonomy of English ex-pr's, but Sundby (1970:62-65,83-96) provides persuasive arguments for considering these constructions as both existential and presentative. (5)

Simple *there+be/V* and complex ex-pr's with *there + be/V* and *-ing* or *-ed* postmodification display a straightforward relationship to sentences of the various basic clause patterns, so that they can be seen as ex-pr variants of these (Quirk et al.:1403-4). (6)

Presentative idioms are partly formulaic expressions which often introduce a presentative element.

Finally it should be borne in mind that a really exhaustive inventory of presentative constructions should include many other structures, such as extraposition: *It is undeniable that many people work for Siemens* as compared with *There are many people working for Siemens.* This also holds for Spanish sentence postposition: *Es cierto que mucha gente lo está pasando mal* vs *Hay mucha gente pasándolo mal.* Or *se* 'impersonal' or 'pasiva refleja' constructions: *Se vende miel. Se están fabricando muchos coches.*

Types of existential-presentative and presentative sentences in Spanish.

This taxonomy is also based on Barcelona (1986:178-80). It is laid out in Chart 2. Again there are some points worthy of a brief comment. In the first place, the *A+V* type is absent from the taxonomy. There are doubtless many cases in which a preposed adverbial in Spanish 'attracts' the verb to the position immediately after it, thus delaying the subject to post-verbal position and making it potentially presentative. But I shall not consider these constructions to constitute a class of ex-pr's in Spanish because for a verb (usually an intransitive verb) to be existential and presentational in this language,the marked fronting of an adverbial is not a syntactic precondition for the acceptability of subject-verb inversion:

5. En el lejano horizonte se alzaba la montaña, descarnada y cruel.
6. (In a context where the far-away horizon is established as a topic of discourse).Se alzaba la montaña, descarnada y cruel.

Also missing from the taxonomy are structures comparable to *-ing / -ed + V* because in Spanish in any case subject-verb inversion alone would be sufficient in itself to establish both the existential meaning of the sentence and the presentative function of the subject NP. Examples 7 and 8 are stylistically marked (as are English ex-pr's of the *-ing / -ed + V* type), but they are nonetheless possible Spanish sentences:

7. Mirando desde la ventana con cuidado se hallaba Luis.
8. Perdidas entre las montañas, están algunas hermosas lagunas.

However, the presentative function of their subject NPs is at best reinforced by the preposed gerundial or participial clauses. This function would in any case be achieved by subject- verb inversion without the presence of the subordinate clauses:

7bis) Apareció Luis.
(This sentence might be the beginning of a text with the

referent of *Luis* as a topic of discourse).

8bis) Están algunas hermosas lagunas
(Uttered as, for instance, a response to this question: '¿Qué se ve en la fotografía?')

The presence of the *-ing* or *-ed* preposed clauses is essential in the corresponding English sentences, both for the grammaticality of the resulting ex-pr and for the presentative function of the subject NP. Sentences 9

9) -Standing nearby was Myriam
-Lost among the hills lie a series of beautiful lochs

would be ungrammatical without the preposed clauses:

9a) -*Was Myriam (7)
-*Lie a series of beautiful lochs

and of course the mere deletion of the participial part of the preposed clause would yield a different type of ex-pr, namely *A+V*:

9b) -Nearby was Myriam
-Among the hills lie a series of beautiful lochs.

That the preposing of the *-ed* or *-ing* clause is essential for the presentative function of the postposed element can be seen by means of a comparison with sentences without preposing:

9c) -Myriam was standing nearby.
-A series of beautiful lochs lie among the hills.

The existential character of Spanish intransitive verbs in inversion (*V+S* type) was studied in detail by Hatcher (1956), although this general existential meaning is often allied to the specific meaning of the verb in question. This existential character is also possible with some grammatically transitive - verbs like *seguir*, as in example 10 (*les*

seguían).

10. O.L. (=Original language). Delante iban el cabeza de familia y los dos hijos mayores (...); les seguían Doña Adela, con José María y Florentino (Cela, La Romería,p.112).

T.L. (=Target language). In front went father and the two oldest children (...);Doña Adela followed them with José María and Florentino (p.113)

in uses in which their object does not denote a participant with a nuclear semantic role but rather with a 'circumstantial' role (a 'satellite' in DiK's terminology), especially a spatial one,eg 'Direction','Location', 'Origin'. or 'Path'.

The Spanish taxonomy includes a broader range of pr's. A certain number of verbs (Type b, pronominal presentative verbs) are usually constructed with a clitic pronoun preceding them and with the grammatical subject following (*Me gusta, me conviene, me agrada, me interesa*, etc). The clitic (which is normally obligatory even if its referent is fully spelled out in a substantival NP: *A Luis le duele la cabeza* vs **A Luis duele la cabeza*), usually denotes a participant with a 'Recipient' or 'Beneficiary' role and is syntactically either an indirect or a direct object. The inverted subject is usually presentative.

Contrastive Analysis: Structural and Pragmatic Contrasts

In the rest of the paper I shall attempt to establish the main contrasts between both languages in this area (in addition to those derived from a comparison of the taxonomies themselves), which will allow me to predict some of the main learning problems connected with these constructions. A corpus of about 100 translated sentences has been analysed for this purpose.(8)

We can start with the identification of cases where the contrast is both structural and pragmatic, that is, cases in which, on the one hand,the structure of the ex-pr or pr sentence in one language is not matched by the corresponding sentence in the other language, and in which, on the other hand, the same element is not presentative. Therefore these are cases of maximal contrast. They are displayed in Chart 3.

In the complete corpus, there is an overwhelming number of cases where Spanish *V+S* ex-pr's are represented by English *S+V+X* structures in all types of ex-pr's (this can easily be seen by adding up the English correspondences of *V+S* in charts 3 and 4). A question that immediately presents itself is why the English counterparts do not use *there+V* to reflect presentativeness. One of the reasons may be the stylistically restricted use of this structure in English, relatively rare in ordinary speech, and in most cases fairly formal (Hartvigson & Jakobsen,1974:70). In quite a few cases the *there+V* version is simply not fully acceptable. I asked three native informants with a very good command of Spanish whether a variant of the translation in example 10 in which the first sentence was continued by a *there+V* sentence was possible, as in example 10a:

10a.(...); *there followed Doña Adela with , etc..

None accepted it. They accepted a variant with *-ing+V* as in example 10b:

10b.(...); following them came Doña Adela and Florentino.

It seems that not only style, but also idiolect (in this case, my informants' idiolect) often constrains the use of the *there+V* construction in English. Erdmann (1976:137) includes the verb *follow* in his own corpus-based list of verbs that can take this construction (the list is reproduced further on in this article).

However, in most other cases, an alternative translation with *there+V* was accepted by my informants. The alternative translation to that of example 11 is example 11a, which is accepted with the label 'very literary':

11. O.L. Se había levantado un gris fresquito (...).
(Cela,ibid:126)
T.L. A cold sharp wind had blown up (...) (p.127).
11a.There had blown up a cold sharp wind.

It is interesting therefore to know which kind of verbs can be used in this construction. Erdmann (*op.cit.*:137-142) classifies them into three classes: (intransitive) verbs of being and occurrence (*exist,happen*), temporal verbs (subdivided into verbs of initiation such as *appear*, *begin*,and verbs of continuation, such as *develop,flow*, *remain*), and verbs of motion (*arrive,come*). Quirk et al (*op.cit.*:1408) set up a similar three term classification: verbs of motion (*arrive*, *enter*, *pass*), of inception (*emerge*, *spring up*), and of stance (*live*, *remain*, *stand*). Erdmann's list of verbs acceptable in this construction, which is only based on his own corpus, may be useful:

VERBS WITH THERE+V (ERDMANN'S LIST)
appear, arise, arrive, begin, burst, come, develop, emerge, ensue, enter, escape, exist, flow, float, follow, grow, hang, happen, lack, linger, loom, lie, live, lurch, occur,open, pass, persist, remain, return, rise, shine, show, sprout, stand, sound, survive, take place, tread, want (='lack').

This list may be compared with Hartvigson & Jakobsen's (*op.cit*: 68), and most usefully with the exhaustive lists of intransitive verbs in the *V+S* ex-pr construction compiled for Spanish by Hatcher (*op. cit*). The number of verb classes (as set up by Hatcher) and of verbs taking the construction is certainly much larger: Verbs of presence (*vivir*, *estar*, *hallarse*), verbs of absence (*faltar*), verbs of inception (*empezar,continuar*), verbs of continuation (*seguir*, *proseguir,durar*),verbs of production (*nacer*, *producirse*, *armarse* (a storm)), verbs of events (*acontecer*, *suceder*, *darse*), verbs of appearance (*aparecer,apuntar,presentarse*), verbs of arrival (*venir*, *avecinarse*, *interponerse*), verbs of sound (*resonar*, *repicar*), verbs of vision (*pintarse*, *dibujarse*, *perfilarse*, *destacar*), verbs of colour, shining and light (*alborear*, *clarear,centellear*), verbs of change process (*dormir*, *descansar*, *secarse*), verbs of coexistence (*combinarse*, *fundirse*), verbs of

disappearance (*pasar*, *transcurrir*, *terminar*). To Hatcher's list we must add such verbs as *quedar*, *bastar*, *caber* ('be possible'), which are usually constructed with inversion and which have a broad presentative and existential meaning:

12. Solo caben dos soluciones al problema.

(This sentence could be loosely paraphrased as 'Solo hay dos posibles soluciones al problema' or 'Sólo puede haber dos soluciones al problema'.)

13. Bastan dos días para hacerlo.

(Loosely paraphraseable as 'Si hay tiempo para hacerlo, son suficientes dos días'.)

14. Queda un hombre en la calle.

(Loosely paraphraseable as 'Aún hay un hombre en la calle.')

Quirk *et al* (p.1408) suggest that the following grammatical and semantic constraints operate on *there+V* constructions:

(i) The presentative NP must be indefinite (a constraint it shares -with some contextually very restricted exceptions- with other English ex-pr's).

(ii) The verb must be intransitive (again with very few exceptions, such as idiomatic verb-object constructions of the *take place* type).

(iii) The choice of verbs taking this construction is limited to the three classes mentioned earlier. By contrast, the *A+V* construction is available to a larger number of verbs.

(iv) Verbs in this construction are preferred in their simple forms.

These grammatical and semantic contraints, added to the stylistic and idiolectal constraints referred to above explain the scarcity of English correspondences with *there+V* to Spanish *V+S* sentences.

The cases where English *there+be+rel* are represented in Spanish by *S+V+X* are not significant, since in all of them a Spanish *Haber+Rel* would have been perfectly possible. They are due, in most cases, to the translator's whim. An example is

15:

15. L.O. There was no physical act, no word spoken aloud that they had not been able to infer (Orwell,*1984*,p. 228.)

L.M. Todos sus actos físicos, todas sus palabras e incluso sus actitudes mentales habían sido registradas o deducidas por el Partido (p.208).

This example might also have been translated as in 15a:

15a. No había un solo acto físico, o una sola palabra dicha en voz alta que no hubieran podido deducir.

Stylistic markedness of the *A+V* structure equally accounts for the fact that so few Spanish *V+S* sentences have this correspondence in English. One of the cases with such a parallelism is the first sentence of the translation in example 10 (*In front*..).

Another interesting fact in this chart is the large number of Spanish pronominal verb pr's whose correspondence is English *S+V+X*. The S-V order is not surprising, since these are not verbs whose usual English counterparts take inversion.What is interesting is that only 6 out of the 13 cases display pragmatic contrast. This is accounted for by the fact that many of these cases can be rendered in English in a way that preserves the presentative character of the subject of the Spanish sentence.We shall discuss later the means English uses to achieve this goal. An example is 16:

16.O.L. She liked even less what awaited her at the entrance of the pueblo. (Huxley, Brave New World,p.91)

T.L. Todavía le gustó menos lo que le esperaba a la entrada del pueblo. (p.100).

Learning Problems

A number of learning problems could be predicted on the basis of the results of this initial stage in the contrastive analysis. They are described below. I have grouped them, firstly, in terms of the learner's mother tongue, and secondly, in terms of the

teaching level at which the structures that cause them are usually taught: elementary, intermediate or advanced.

Spanish-speaking learners of English

Intermediate and advanced levels: The relatively high frequency of the *V+S* construction in Spanish may lead to their overuse of the *there+V*, *-ing/-ed+V* or *A+V* constructions in ordinary English *speech*, which, except in cases like 'Here's the milkman' or 'Up went the ball' (Quirk at al: 1380), prefers *S+V+X*, that is, constructions with straight order (in declarative sentences). In writing, the danger lies in the lack of awareness of the stylistic value of these constructions, which are rather formal and 'literary'.

An additional problem for these leaners would be how to choose correctly the verbs that accept *there+V* (which, as we know, belong to a finite inventory).

Finally the grammatical and semantic constraints on this construction may also cause trouble to Spanish-speaking learners.

English-speaking learners of Spanish

Intermediate and advanced levels: They may tend to use *S+V* with Spanish intransitive verbs other than *haber* when the purported meaning of the sentence is existential and its pragmatic function is presentative. Moreover they should be aware that the stylistic constraints on the Spanish *V+S* construction are not so strict as on *there+V* or *A+V+S*. An example of this misuse might be 17a:

17a) ¡Por Dios, cierra la sombrilla! *¡La mala suerte llega!

instead of

17b) ¡Por Dios, cierra la sombrilla! (...) ¡Llega la mala suerte! (García Lorca, *Doña Rosita la soltera*, p.27).

Elementary: These learners should remember that in Spanish the presentational verb is not *ser* but *estar* in *V+S* constructions.

Contrastive Analysis:Structural Contrasts and Pragmatic Equivalence

The following are cases where despite a structural contrast between both languages, the ex-pr's and pr's, or other structures used as their translation equivalents, assign in both languages the presentative function to the same referent. It is only in this very restricted sense that I talk of pragmatic equivalence in this paper.These contrasts are tabulated in Chart 4.

Regular correspondence

The least problematic, at least superficially, of these structural contrasts, are those cases of regular correspondence in most contexts between two different structures in both languages. There are three clear cases of this correspondence:

- *Tener-exist* - *have-exist*
- *Haber* - *there+be*
- *Ser+NP* - *It+be+NP*

Once they have been learned as usually equivalent to each other, these pairs cease to cause trouble to learners in terms of their pragmatic value, since all three are presentative.

The exceptions to this regular correspondences that are shown in the chart obey in most cases to the translator's preference. The translation might just as well have respected the usual correspondence. An example of these adjustments by a translator is

18) O.L. Hay un silencio en la escena (García Lorca, *Doña Rosita la soltera*, p. 29).

T.L. The stage is silent (p.140).

But even with those structures that display a regular pragmatic equivalence there may arise some serious structural contrasts (especially as regards *there+be* vs *haber*). They will be briefly outlined later on (*Other structural contrasts*).

The rest of the discussion of this chart is divided into four sections, one for each of the main types of ex-pr's and pr's.

1) Simple ex-pr's

There is a wide variety of structurally contrasting and pragmatically equivalent correspondences of Spanish *V+S* in English. This means that English can, depending on context, perform the same pragmatic functions as those performed by

Spanish *V+S*, by means of a variety of structures: *A+V*, *Have-exist*, *there+V*, *there+be+left* (an idiomatic expr), even extraposition (example 19 below) and other potentially presentative structures that do not fall within the above taxonomies:

19.O.L. Plantada en medio de la sociedad, *basta tocar un resorte* (...) (Ortega,La rebelión de las masas,p.143).
T.L.Once it is set up in the midst of society, *it is enough to touch a button* (p.91).

According to Hartvigson and Jakobsen (p.76), a structure consisting of an initial space adverbial and *there+V*,that is, *A+there+V*, is indistinguishable in stylistic effect and in 'meaning' from *A+V*. Quirk *et al* (1409-10), on the other hand, suggest that in *A+V* the subject NP is relatively concrete and specific and its occurrence is relatively expected, so that 'a certain' could easily be preposed to that NP. Conversely in *A+there+V* they suggest that the 'notional' subject NP is less concrete and specific, so that 'chanced to ' could easily be preposed to the verb of the construction. These are Quirk *et al*'s examples:

20a. In the garden there stood a sundial.
b. In the garden stood a sundial.

They have also found (on the basis of statistical data) that there are fewer restrictions on definite subject NPs with *A+V* (especially when the V is *be*) than with *A+there+V*. The following example is again theirs:

20c. In the garden lay Joan (fast asleep)
" " " " his father (fast asleep)
" " " " the old lady (fast asleep)

Their conclusion from all of these facts is that *A+there+V* is purely presentative, whereas *A+V* is motivated by the wish to achieve end-focus. Since, on the other hand, they consider *A+V* an existential construction, the preceding conclusion

seems to imply that for these grammarians the construction is primarily a focus-shifting device and secondarily an existential-presentative sentence.

An example in which *A+there+V* can co-occur with a definite NP as S is 21a

21a. Through the kitchen shutters, there suddenly appeared the dishevelled head of Elisa.

which was accepted by my informants. I constructed the example by varying the English translation of example 21b below. This translation reflects the usual S+V order:

21b.O.L. Por el ventanillo de la cocina,apareció de súbito la cabeza desgreñada de Elisa (M.Moreno,Paloma,p.142).
T.L. Through the kitchen shutters, the dishevelled head of Elisa suddenly appeared (p.143).

It would be interesting to investigate under what conditions this construction is acceptable with definite NPs, especially when the verb is not *be*. But such research would require a special study that would go beyond the limits of this article.

Learning problems

Spanish-speaking learners of English

Intermediate and advanced learners

- These learners have the danger of imposing the rule for the Spanish *V+S* construction on English *A+V*, due to the similarity between both constructions. In *V+S* the initial *A* is not necessary to make the sentence presentative, although it is very frequent. In English *A+V*, the initial *A* is absolutely required. But the frequent association of Spanish *V+S* with an initial *A* would greatly reduce this danger. In other words, given that such examples as

22a. Por la ventana apareció Luis
22b. En el horizonte se escondía el sol

are more likely to occur than

22abis. Apareció Luis
22bbis. Se escondía el sol

it is also more likely that a Spanish speaker will use in English an initial *A* with subject-verb inversion for presentative purposes, rather than ungrammatical *V+S* sentences without an initial *A*:

22c. *Appeared John.

- A more serious problem these learners may have with *A+V* lies, as was said earlier, in the more strict stylistic constraints on the construction (except for such cases as *Here's the postman*; see below). These constraints are much less strict on Spanish *V+S*, which is not limited to relatively formal or rhetorical styles, and is perfectly admissible in 'neutral' styles:

23. Mañana viene mi padre.

A special subtype of *A+V*, *viz* the construction beginning with a short space adverbial (usually with a strong deictic reference: *Up went the balloon*, *Here's my bus*) may also cause some trouble to these learners. In sharp contrast with 'central' *A+V* sentences, sentences of this subtype are mostly used in ordinary informal speech. Learners may tend to forget this when using *Down+V* or *Up+V*, etc. (not so much when using (stressed)*there+be* or *here+be*, since these two expressions are usually taught as informal *oral* holophrases at an early elementary level).

Elementary level

Within the same subtype of *A+V* these learners would have the problem of distinguishing adverbial (stressed) *there* from existential (unstressed) *there*.

In *here+be* and *there+be* these learners may have a strong tendency to use inversion when the subject is a personal pronoun and is non-contrastive:

24a. *Are, here are you !

(Cf. with non-contrastive *Here you are* and contrastive *Ah, here are YOU, having fun while I am working hard !*)

This problem will present itself at all levels,if the 'central' cases of the *A+V* construction (which are usually taught beyond the elementary level) are taken into consideration:

24b. *Near the hall stood she [*she* being non-contrastive here].

English-speaking learners of Spanish

Intermediate and advanced levels

The frequent association in Spanish an of initial *A* with *V+S* may lead these learners to use *V+S* only when preceded by an *A*, and to use, when no initial *A* is present,other pragmatically equivalent constructions (*haber*, *tener-exist* or, which is really problematic, *S+V+X* (as in example 17 above, **La mala suerte llega*) in cases where pragmatically a final NP would be virtually obligatory in Spanish.

2) Complex ex-pr's

- The correspondence is usually another pragmatically equivalent complex ex-pr in the other language, the exceptions being again the cases of adjustment that would yield non-existential and non-presentative translations in the other language. This is the case with the 5 English *there+be+rel* constructions that end up as *S+V+X* in Spanish,only one of which places in a postverbal position the NP whose English equivalent is presentative. Some of these adjustments are justified, but most of them simply obey to the translator's whim. Therefore, these cases are not really significant at all.

All other cases of complex ex-pr's in the corpus have been translated into the target language by means of another complex ex-pr of the same or a different kind, or at least by means of a simple ex-pr (*-ing/i-ed+V* --- *V+S*) or of a pr (*have-exist +left* --- *pron+V+S*), in each case with pragmatic equivalence. (9)

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- *ing/i-ed+V* is particularly difficult to render in Spanish in an acceptable parallel structure with the same pragmatic value as in English. There seem to be several causes for this lack of parallel correspondence. The most important of them is is that in Spanish a *-ndo* or *-do* preposed clause is not a precondition for subject-verb inversion, as in English (see above). So, whereas we can have in English

25a. Linked to the main building are the dining and recreation rooms (from Sundby,p.30,no.30)

in Spanish we can have either

25b.Unidos al edificio principal están el comedor y la sala de estar

or simply, given a suitable previous context that need not consist of a preposed clause or a principal clause,

25c. Podemos usar el salón de baile para la fiesta y *están (también) el comedor y la sala de recreo.*

From this we may conclude that there is no *-ndo/-do+V* expr construction in Spanish. (10) However, since it is not impossible, and in fact it is relatively frequent, to find in Spanish instances of the combination of *V+S* with an initial *-ndo/-do* clause, we should perhaps ask ourselves when such a combination is possible and when it is not. A revealing example is the following:

25d) Corriendo, llegó Carlos. Y andando, todos los demás. (As an answer to '¿Quiénes llegaron corriendo y quiénes andando ?')

From the analysis of this example we might draw the following conclusion: the combination of preposed *-ndo-do* and *V+S* does not yield stylistically neutral sentences if the main verb constitutes, together with *-ndo* or *-do*, a relatively institutionalized periphrastic construction: *llegar,seguir,*

estar, venir, aparecer, etc. + -ndo / -do. In these cases, unless there has been a previous context like that in example 25d, the sentence has a rather mannered or 'poetic' tone, or an emphatic force (if a strong focussing stress falls on the participle and the sentence is uttered without a pause). This is especially so when the preposed clause is an *-ndo* clause or when the main verb is *estar*:

25e. 1- Cansado de trabajar, siguió Juan.
2- Cansado de trabajar está Juan.
3- Comiendo en el hotel se encuentran Juan y Pedro.
4- Leyendo el libro está Jesús.
5- Apostado está Juan.
6- Apostado en la puerta estaba Juan.
7- Apostado en la puerta apareció Juan.

This seems then to be a strong limitation to the combination of preposed *-ndo/-do* clauses with *V+S*.

An intentional pause after the initial *-ndo/do* clause may turn it into an adverbial clause (e.g. 25e-1 might have the reading 'Since he was tired with work, John went on (talking)'). But this would be a really cumbersome reading. The same would be true of the rest of 25e. This is a sign of the typically strong links between the finite verb and the participial part of this type of periphrases.

- *Have-exist+-ed* has an idiomatic variant *have-exist+left*. This grammatical idiom has a parallel in *there+be+left*. Their usual translation equivalent in Spanish is a pr with *quedar*, often with a preclitic pronoun reflecting the subject of *have*: *I have two books left --- Me quedan dos libros.*

- As Quirk *et al* (p.1407) point out the *there+be+rel* type of ex-pr's permits the omission (especially in informal usage) of the relative pronoun subject:

26a. There's something (that) keeps upsetting him.
(Example from Quirk *et al*, p. 1407.)

In this and in other respects, they suggest, this type of expr resembles cleft sentences. Such an omission is simply not possible in Spanish:

26b. *Hay algo le sigue molestando.

- There are some special cases of *there+be+-ed* that would not have a parallel structure in Spanish:

27a. There was a gold medal presented (to the winner) by the mayor.
(Example from Quirk *et al*, p.1409.)

In this case the past participle is not resultative but dynamic and can take an agentive *by*-phrase. Such cases are usually not possible in Spanish with *haber*. We can have

27b. Hay un par de casas quemadas
27c. Hay un par de casas arrasadas por la tormenta

but not usually

27d. ?Hubo un par de casas arrasadas
(Cf. *Hay un par de casas que fueron arrasadas*)
27e. ?Hubo un par de casas arrasadas por la tormenta

whereas we can have

27f. Quedaron un par de casas arrasadas por la tormenta.

- It is frequent in informal speech to find examples like the following:

28a. There's a new grammar been written
28b. There's a visitor been waiting to see you

(Quirk *et al*, p.1409,note b). These are probably amalgams of *there+be+-ing/-ed*, with perfective *be*, (*There has been a visitor waiting to see you*) and *there+be(+NP)* (*There's*

a visitor), doubtlessly facilitated by the fact that *'s* is a contraction for *has* as well as *is*. Such special cases find no parallel in Spanish.

Learning problems

Spanish-speaking learners of English

Intermediate and advanced levels

It would be advisable for these students not to use problematic types of complex ex-pr's with *there+be* (*There's something keeps upsetting me*, *There was a gold medal presented to the winner*, *There's a new grammar been written*) until they have mastered the rules for their production, and (with the expressions used in informal speech) until they have become accustomed to listening to and understanding them when used by native speakers.

Intermediate level

They may confuse cases of *have-exist+-ing/-ed* in which the subject of *have* has an 'Affected' or 'Recipient' role, with cases in which it has an 'Agentive' role in causative constructions. The causative construction with *-ed* may also be confused with perfective periphrases with auxiliary *have*: *I had them washed vs I had washed them.*

Students at this level usually have trouble mastering ex-pr's with *have* or *there+be* and *left*, especially as regards their meaning (similar to Spanish *quedar*) and their word-order.

Advanced level only

Learners at this level may wrongly interpret *-ing/-ed+V* as variants of *progressive* or *passive* verb phrases, and even if they recognize their special status as ex-pr's, they may still be reluctant to use them due to the interference of Spanish (especially when the main verb is *be*). In other words, given that in current usage Spanish would normally resist such an example as

29a. Comiendo alegremente en el restaurante estaban Juan, Pedro y María.

(as *estar+-ndo* is a frequent progressive periphrasis in Spanish), these learners would also resist uttering English

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sentences like 29b:

29b.Eating cheerfully at the restaurant were John, Peter and Mary.

These learners should be told that the stylistic constraints on English sentences like 29b (used in formal written English or in journalistic writing, or in formal spoken English) are not so strong as on Spanish sentences like 29a, which would be labelled 'mannered' or 'poetic' (except, as was said earlier, in contexts similar to the one in example 25d).

English-speaking learners of Spanish

Intermediate and advanced levels

These learners may tend to use *haber+-ndo* when the participle has a 'dynamic' meaning (?*Hubo un par de casas arrasadas por el río*, ?*Hubo una medalla entregada al ganador*). When the agent of the participle is not specified *se*-impersonal or 'pasiva refleja' sentences are preferable in Spanish: *Se entregó una medalla al ganador*.

Intermediate only

These learners may have a tendency to omit the relative pronoun *que* in *haber/tener+rel* ex-pr's (**Hay un tema me preocupa*),a tendency probably reinforced by the omissibility of homomorphic conjunction *que* in other types of Spanish sentences:*Le rogó se levantara*.

Advanced only

The error these students may make is using a *V+S* ex-pr preceded by an *-ndo/-do* clause in contexts in which such a combination would result in an awkward sentence: *Corriendo por los tejados estaba el gato*.

3) Presentative idioms

The main contrasts are the following:

(i) The formal contrast between such idioms as *Ir para+timeA(+que)* or *hacer+timeA(+que)* (in which it is the time *A* that is presentative) and their usual correspondence, namely *It+be+NP(t)(+since)*:

30a. O.L. It might be twenty-four hours since he had eaten, it might be thirty-six. (Orwell,*1984*,p. 188).
T.L. (...) por lo menos hacía veinticuatro horas que no había comido; quizás treinta y seis (p. 173).

30b. O.L. Va para mucho tiempo que hacía yo notar este progreso (Ortega, *La rebelión de las masas*, p. 140).
T.L. It is now some time since I called attention to this advance (...) (p.89).

(ii) The formal contrast between *tratarse de+NP* and the various correspondences it might have depending on context:

30c. O.L. (...) no se trata de una opinión fundada en hechos más o menos frecuentes (Ortega, *ibid*, p.139).
T.L. (...) for we are not dealing with an opinion based on facts more or less frequent and probable, (...) (p.88).

There are probably many other presentative idioms in both languages, a thorough study of which would probably reveal very sharp structural contrasts between them. *Darse+NP* is a further Spanish case:

30d. Se dieron varios casos de tifus.

But that study, as far as I know, is yet to be done.

Learning problems

Both types of learners

Elementary and intermediate levels

The problem lies justly in mastering the usual correspondences (if any) of a pr idiom that show a marked structural contrast in the other language, and in avoiding the imposition of the mother tongue structure onto the target language. For example, **It goes for a long time since...*, uttered by a Spanish learner of English. Both problems can easily be solved if the idioms are taught as lexical items.

4) Spanish presentative pronominal verbs

All cases have been rendered in English,as we saw earlier (see

chart 3), by means of *S+V+X*. Over 50% have pragmatic equivalence. This is achieved either by means of passivization, as in example 3ia,

3ia. O.L. I'm worried about money (West, The Shoes of the Fisherman,p. 138).
T.L. Me preocupa el dinero (p.115).

or by making the presentative element the direct object and assigning to the subject the same semantic role as that assigned to the corresponding Spanish clitic pronoun:

3ib.O.L. I hate walking (Huxley, ibid p.90)
T.L. Me fastidia andar (p.94)

Learning problems

Spanish-speaking learners of English

Elementary level

Their likely tendency to impose Spanish structure:

3ic.*Me likes football
(Instead of *I like football*)

English-speaking learners of Spanish

Elementary level

The problem will be, again, the direct imposition of English structure:

3id. *Yo gusto el chocolate.
3ie. *Yo me gusta el chocolate.
(This sentence is unacceptable if 'left dislocation' of *yo* is not actually intended by the speaker.)

Another problem may be the tendency to use the pronominal verb in a *S+V+X* structure, or rather in a *S+clitic+V+X* structure, in a way that would not violate formal constraints but that would destroy the presentative force of the sentence:

31.f.Andar me fastidia

g.El café me gusta

h.Una cosa me encanta.

The problem might easily be solved if examples of these presentative sentences with pronominal verbs are taught as holophrases.

Other Important Structural Contrasts

The following are a number of aspects of ex-pr's in which there are structural contrasts between both languages, and in which consequently there may arise some learning problems. They will be treated only cursorily to keep this article within reasonable bounds.

1.Number

Spanish *haber* does not undergo (except in uneducated Spanish usage) number variation with a plural subject (*Había un hombre; había varios hombres*), whereas English *there+be* has this kind of variation:*there is/are/was/were*.

Learning problems

Spanish-speaking learners.Elementary level: Using the singular form where the plural is required, as in

32a. ?*There's twenty books here.

English-speaking learners. Elementary level: Using an unacceptable plural form. This problem may present itself with forms of the verb *haber* that may be put into the plural (in non-existential uses):

32b. *Habrán muchos libros mañana.

32c. *Habían siete casas en el pueblo.

(Cf. with perfectly acceptable *Habían comprado siete casas*).

2. Progressive Aspect (11)

- In simple ex-pr's Spanish admits the progressive periphrasis *estar+-ndo* with *haber* more freely than

English admits *be+-ing* with *there+be*. According to my informants, 33a and 33b are unacceptable

33a.*There's being too much money.
33b.*There are being too many problems.

But two native speakers of Spanish agree with me in accepting 33c:

33c. Está habiendo muchos problemas.

This limitation does not seem to affect *have-existentials* (either simple or complex), when the subject of *have* has a 'Recipient' or an 'Agentive' role and when the verb *have* includes in its sense other semantic features, besides the indication of 'existence', which make it a dynamic rather than a stative verb:

33d. We are having too many visitors today.
We are having too many people visiting us today.
33e. I'm having the walls painted at the moment.

In 33d *have* indicates not only the existence of a number of visitors, but also that their presence affects us and, most importantly, that our experience of each visit is viewed as a single event. In 33e, the additional semantic feature is 'causation (of an action)'. Actions and events are typically dynamic, and the verbs coding them can therefore admit the progressive aspect. *Have* could easily be replaced by, for example, *endure*, *get*, or *receive* in 33d, and a sentence like *I'm making someone paint the walls at the moment'* would be almost synonymous with 33e (at least in one of its readings).

On the other hand, 33f and 33g are not accepted by my informants:

33f. *I'm having something to tell you.
33g. *I'm having something I must tell you.

The reason is, of course, that to the sense of mere 'existence for X' ('X'being the indeterminate semantic role of the subject of *have* in these sentences (see Barcelona,1986:126-130)) carried by *have*, no other semantic feature is added that allows a dynamic interpretation.

Spanish *tener* can be put into the *estar+-ndo* periphrasis with its 'experience' sense (33h); it seems to resist it with its 'causation' sense, however (33i):

33h. Estamos teniendo muchos visitantes (últimamente).
33i. ? Estoy teniendo a mi madre harta
(cf. *Tengo a mi madre harta*)

As for the other types of ex-pr's, the progressive periphrases *be+-ing* or *estar+-ndo* are hardly acceptable with *there+be* or *haber* in complex ex-pr's:

33j. *There are being too many things to do.
*There are being too many things you must do.
*There are being too many things done.

33k. ? Está habiendo muchas cosas que hacer (últimamente).
* Está habiendo (últimamente) muchas cosas que debes hacer.
* Está habiendo muchas cosas hechas (últimamente).(12)

There+V contrasts sharply with *V+S* in this respect:

33l. *There was springing up a terrible gale.
(Cf. with *There sprang up a terrible gale.*)
33ll. *There was coming a man at that moment.
(Cf. with *There came a man at that moment.*)
33m. Se está levantando una ventisca.
33n. Estaba llegando un hombre en aquel momento.

A+V, in an appropriate context (and style) seems to admit *be+-ing*:

33p. Into the room was staggering a total stranger

(One of my informants considered this example as 'highly literary'.)

But not in the colloquial subtype *here,up,down,*etc.+*V*:

33q. *Here is coming the ball

Presentative idioms are alike in both languages in not normally accepting the progressive periphrasis:

33r. *It's being six o'clock --- *Están siendo las seis.
33s. *It's being Johnny --- *Está siendo Johnny.
33t. *Se está tratando de mi hermano.
(As a progressive variant of the first sentence in the following portion of a text: *Se trata de mi hermano. Quiero hablarte de él.*)

Pronominal verbs in Spanish can take the periphrasis:

33v. Me está doliendo la cabeza.
33w. Nos estaba fastidiando tu hermano.

The acceptability of this periphrasis in pragmatically equivalent constructions would depend, of course, on the possibility of using the English verb in question as a dynamic verb in an appropriate context:

33x. ?I'm having a headache.
33y. We were being annoyed by your brother.

Learning problems

Apart from the general problems derived from the meanings and uses in which the *be+-ing* and the *estar+-ndo* periphrases do not coincide, the specific limitations with ex-pr's and pr's in their respective languages may be a source of interference errors, mainly by Spanish learners of English:

33z. *There are being some disputes about it.
(Cf. *Está habiendo muchas disputas sobre ello.*)

33aa. *There's rising the sun.
(Cf. *Está saliendo el sol.*)

3.Perfective Aspect and Combinations with Modal verbs

I have hardly found any contrasts in the behaviour of both languages as to the acceptance of the perfective aspect and the combination with modal verbs (which are normally classified as purely auxiliary verbs in English,and as 'full' verbs with semi-auxiliary function in Spanish), in the same type of ex-pr's and pr's:

34a. There has been a terible problem worrying us all.
34b. Ha habido una tormenta esta noche.
34c. There might be some compensations to be considered.
34d. Debería haber más personas trabajando en estas dependencias.
34e. *Han sido las seis.
*It's been six o'clock.

The only serious contrast is the apparent unacceptability of English *A+V* with perfect versus the full acceptability of this aspectual mark in Spanish *V+S*:

34f. *In the garden has been a girl
(Cf. *In the garden was a girl.*)
34g.(En el jardín) ha estado una chica.

Learning problems

The main learning problem in this construction is associated with the role of *there* as grammatical subject for the purposes of auxiliary introduction and question or negation. The verb phrase in *there+be* and *there+V* follows the usual English rule of positioning auxiliaries between the 'formal' subject (*there* in these cases) and the verb *be*. Spanish-speaking learners learn two-word *there+be* as a functional equivalent to one-word existential *haber*,and while it is not particularly difficult for them to learn question-formation and negation-formation rules when no auxiliaries are present, because in these cases the two elements of the functional unit remain

together, as in 34h or 34i:

34h. Is there a pen on the table ?
34i. There is not a pen on the table

the application of these rules seems particularly difficult when the presence of auxiliaries imposes a separation of the elements making up the functional unit:

34j. *There* can *be* a serious problem with it.
There has *been* a serious problem with it .
34k. *There* should have *been* some additional information.
34l. *There* have not *been* any visitors at all.

4. The Passive Voice

In discussing structural contrasts and pragmatic equivalence of complex ex-pr's, I mentioned briefly above the higher acceptability of Spanish *se* impersonal or 'pasiva refleja' than *haber+-do* as equivalents of *there+be+-ed* complex ex-pr's. The latter, in Quirk *et al*'s view (p.1404), are structurally related to non-existential presentative passive constructions. Example 35a

35a. There's a house being built

is related structurally to

35abis. A house is being built.

Example 35b seems to be the only possible equivalent of 35a:

35b. Se está construyendo una casa.
(Cf. **Hay una casa siendo construida*.) (13)

Learning problems

The learning problems for Spanish speakers may lie, firstly, in mastering the association of *there+be* with passive (something not very frequent in Spanish unless with

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haber+rel: *Hay una casa que está siendo construida*); and secondly, in learning to use *there+be+-ed* in most of the contexts in which *se* constructions would be used. These constructions can be and in fact are often used for presentative purposes, given the habitual position of their subject after the verb (v. Barcelona, 1975). Cf 35c.

35c. Una casa se está construyendo

where the subject would be an 'emphatic marked theme' (Barcelona,1986:99-104), with the more 'natural' sentence 35b above.

English-speaking learners of Spanish might tend to overuse *haber+-do* instead of the more idiomatic *se* constructions.

On the value of the preceding predictions

These predictions must be verified by means of careful error analysis. I am at present collecting data for this analysis. Once I have collected a substantial corpus, it will have to be analysed and the results of the analysis compared with the predictions made in the present study. The final conclusions of this research will be published in a later article.

NOTES

* A much shorter preliminary version of this paper was delivered at the 9th World Congress of Applied Linguistics (Thessaloniki-Halkidiki, Greece, April 15-21,1990). The abstract was published in *AILA 90. Proceedings* (1990),vol 2, p.415). This article is a completely rewritten version, with many new data added, of the original AILA paper. Parts IV and V of the original plan outlined in the abstract have not been incorporated as separate sections in this paper, but their content is implicit respectively in the charts and throughout the text.

I am grateful to Diana Feldman, Liz Murphy, Cathy Staveley, Marta Manchado and Francisco Manchado for their availabiity as informants.

(1) The notion of 'existence' should be interpreted in very general terms. Erdmann (1976:98) offers examples of ex-pr's where what is asserted is the existence of the function of an object, rather than the existence of that object: *There were no trains yesterday* in a certain context can indicate that the trains were not in operation, not that they did not exist.So *trains*, the noun for the object, is used here metonymically to refer to the function of that object.

(2) 'A sentence may be restructured in such a manner that one component of it will be given a status of prominence in the short-range memory (...).The most obvious motivation for promoting an element to such a privileged status is that it is going to be mentioned in the subsequent discourse, but that is not an absolute necessity. There may be other reasons for it, such as providing an otherwise unexpressed contrast for what comes later, or, at the other extremity, it may urge the hearer/reader to remember the element in question as a mere gesture. I call the motivation for this type of prominence the *presentative function*' (Hertzron,ibid.:347). In my view 'presentative' is a specialized kind of 'new information' where the element carrying it has the features outlined above. One of the ways of performing this function is delaying an element to a later position in the sentence (Hertzron,ibid.:347).

Hannay (1985:171) adds presentativeness to the list of pragmatic functions in Dik's Functional Grammar. The function is assigned to a specific constituent rather than to a whole proposition. In his view, the formal fact to be taken into account is the position of the subject of the existential-presentative or simply presentative sentence. This is the approach I followed in Barcelona (1986), not written, however, within the FG framework.

Quirk *et al*(1985:1405) also consider existential sentences like 2 as presentative. However they consider that in this kind of sentences, presentativeness may be attributed to a whole clause rather than to a single constituent of it (*ibid*:1403). This is an important theoretical question. But a full discussion of it would require much more space than I can devote here to it, given its intricate complexities. I will simply say that in principle both Hannay's and Quirk *et al*'s positions could be plausibly maintained, depending on the context of utterance of the sentence under examination.

(3) Hannay (*op. cit*:27) like Allan also rejects such proposals as those submitted by Fillmore (1968:46) and Kuno (1971:349) and other writers, who assign a locative character to <u>there</u>. He considers it to be an indirect realization of the abstract existential predicate, <u>be</u> being regarded as a tense/aspect carrying copula.

(4) The *A* in *A+V* ex-pr's is typically a spatial adverbial. But it is also relatively frequent to find time adverbials, especially those that refer to a specific point of time, with this construction. Cf the following examples:

- First of all we have a drink. *Then* comes the formal meeting.

- A year ago, two crashes occurred at the corner. And *more recently* has come the news of a third.

(Example from Quirk *et al*, p.1381.)

- *In 1895* came a big change in public taste.

This is hardly surprising,since these time adverbials are similar to spatial adverbials in indicating a reference-point, or in 'setting a scene', that is, a background against which the

presentative element (in these examples, the NP after the verb) is highlighted.

(5) Among these arguments is the fact that in many cases there is no alternative ordering : *Adjoining the room is an anteroom* vs * *An anteroom is adjoining the room* (Sundby, p.85). These constructions resemble the A+V one in preposing as theme an element that 'sets the scene' for the introduction of the presentative element. In fact, since there is seldom an alternative ordering, these constructions should not be regarded as the fronted participial parts of progressive *be+-ing* or passive *be+-ed* verb phrases, but rather as fronted adverbial participial clauses. However I have preferred to keep them in a different class from *A+V*, which is always a simple ex-pr, whereas *-ing+V* and *-ed+V* are always complex ex-pr's.

(6) In some cases that relationship is not so direct. Whereas the example provided in chart 1 for the *there+be+-ed* type (*there'll be a prize awarded*) could be viewed as an existential rendering of *A prize will be awarded*, no such relationship obtains between *There's a man come* and *A man has come* (Quirk *et al*:1409). With *have-existentials* in general, the relationship with the regular sentence form is fairly obvious except that the existential version adds an extra semantic participant (fulfilling a variable range of roles: Beneficiary, Recipient, Agent, etc.), which is represented by the superficial subject of *have*. This participant is not present in the corresponding basic clause pattern: *I have some people working in the office* is relatable simply to *Some people are working in the office* (see Quirk *et al*: 1411, and Barcelona 1986:170).

(7) This sentence might be acceptable as an informal amplificatory tag in some dialects of English (especially Northern British English):

She was a lovely girl, was Myriam

but prosodically its subject would usually be treated as 'given' and thus as non-presentative (Quirk *et al*: 1417).

(8) I depart here from my original plan, as reflected in the AILA abstract, of analysing 200 sentences. I realized very soon that merely adding to my first 100 examples another collection of the same size would hardly increase the informative value of the corpus. Therefore I went on to the analysis stage, which raised a number of interesting questions concerning learning problems. I supplemented my own data with those found in other studies of existentials, notably Erdmann (1976), and by means of informant testing.

The following are the references of the works used as sources of translated written sentences:

CELA,C.J. *La romería.* In *Spanish Short Stories-Cuentos Hispánicos.* Bilingual edition by Jean Franco (1966). Harmondsworth: Penguin

Translation: *Ibid.*

GARCIA LORCA,F. *Doña Rosita la soltera.* Mexico: Editores Mejicanos Unidos, 1978.

Translation in *F.G.Lorca. Five Plays: Comedies and Tagicomedies.* Harmondsworth: Penguin, 1970.

HUXLEY,A. *Brave New World.* Harmondsworth: Penguin, 1955.

Translation: Barcelona.Plaza y Janés, 1969.

MARTINEZ MORENO,C. *Paloma.* In *Spanish Short Stories....* Translation *ibid.*

ORTEGA Y GASSET,J. *La rebelión de las masas.* Barcelona: Círculo de lectores, 1967.

Translation: London, Unwin Books, 1966.

ORWELL,G. *1984.* Harmondsworth: Penguin,1954.

Translation: Madrid,Salvat-Alianza, 1970.

WEST,M. *The Shoes of the Fisherman.* London: Pan Books, 1956.

Translation: Santiago de Chile: Pomaire, 1963.

(9) It is by no means significant that *there+be* or *there+V* have in most of the cases in the chart not a correspondence with *haber* but with other other structurally very different but pragmatically equivalent constructions. Besides reflecting the translator's preference, these facts simply reflect an unbalance in my corpus. It contains more sentences with Spanish as an O.L. than viceversa.

(10) In examples like 25b we simply have a *V+S* construction, which is grammatically sufficient in itself to indicate presentativeness, with an added initial *-do* clause. This initial clause simply helps 'setting the scene' for the presentative element (the postverbal subject).

(11) In the ensuing discussion, I refer to the grammatical foregrounding of progressive aspect by means of the *be+-ing* and *estar + -ndo* periphrases. In fact, an action in progress may be *referred to* (but not *foregrounded*) by other verbal forms, notably the 'presente de indicativo' or the instantaneous 'present tense':

'¿Qué haces (ahora)?' 'Trabajo'.

'Peters passes the ball to Johnson and...' (a radio sports commentary).

(12) This limitation only concerns the verb *haber* and the *be* verb phrase in *there+be*. It does not rule out perfectly acceptable complex ex-pr's such as

- There are thousands of students demonstrating throughout the country
  (This is a case of *there+be+-ing*.)
- Hay cuarenta policías vigilando el recorrido
  (This is a case of *haber+-ndo*.)

(13) Of course, this pragmatic equivalence between *se* constructions and *there+be+-ed* is not absolute. In example 35b the verb phrase with *se* serves to introduce the presentative element (*una casa*) but it is not itself presentative, whereas in 35a *being built*, as a surface postmodifier of the presentative element *a house*, may also be presentative in a context in which they are informationally 'new'. As we know (see note 2 above), ex-pr's can apparently assign the presentative function to whole clauses.

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CHART 1

TYPES OF EXISTENTIAL PRESENTATIVE AND PRESENTATIVE SENTENCES IN ENGLISH

A. Existential-presentative sentences

a) 'Pure' existentials: There's a God.

b) Simple existentials:

there + Be:	There's a car at your door.
	There was a bit of trouble
there + V:	There exist in this country some frightening realities.
	There still remains a big problem
A + V:	In front of him stood the cathedral was in all its glory.
have-exist:	We've had some guests at home lately

c) Complex existentials:

c1) With a 'codicil'

there + Be	+ -ing:	There are five men working (at home)
V		There remain five men working (at home)
have-exist		I have some people working (in the office)
there + Be	+ rel:	There's something I want to do.
V		There remains something I want to do.
have-exist		I've a problem I must talk to you about.
there + Be	+ inf:	There's too much to do.
V		There remains a problem to solve.
have-exist		I've something to tell you.
there + Be	+ -ed:	There'll be a prize awarded.
V		They had their car damaged.
Have-exist		

c2) Without a 'codicil'

-ing	+ V:	Standing nearby was Myriam.
-ed		Lost among them roamed an unfortunate girl

B. Presentative sentences

a) Presentative Idioms: It's six o'clock

CHART 2

TYPES OF EXISTENTIAL - PRESENTATIVE AND PRESENTATIVE SENTENCES IN SPANISH

A. Existential-presentative sentences.

a) 'Pure' existentials:		Hay (un) Dios.
b) Simple existentials.		
Haber:		Hay un coche en la calle.
		No hay duda alguna.
V + S:		Vino un repentino golpe de viento del bosque.
		Aún quedan dudas.
c) Complex existentials (they are only of the 'codicil' type):		
haber / V + S	+ -ndo:	Hay cinco hombres trabajando.
		Quedan cinco hombres trabajando.
Haber / V + S	+ rel:	Hay algunas cosas que desconozco.
		Quedan muchas cosas que no s.
Haber / V + S	+ inf:	Hay muchas cosas que hacer.
		Quedan muchas cosas por hacer.
Haber / V + S	+ -do:	Hay poco trabajo hecho.
		Quedó el problema resuelto.

B. Presentative sentences:

a) Presentative Idioms:	Son las seis.
	Se trata de tu hermano.
b) Pronominal verbs:	Me duele la cabeza.
	Me gusta el baloncesto.

CHART 3

STRUCTURAL AND PRAGMATIC CONTRASTS. ANALYSIS OF WRITTEN CORPUS

	Structural contrast		Pragmatic contrast
S.ex-pr's	O.L.Spanish	English correspondence	Pragmatic contrast
	Haber	S+V+X: 1	1
	V + S	S+V (non-exist): 8	8
	Tener-exist.	S+V+X: 1	1
	V + S	S+V: 16	16
	O.L.English	Spanish correspondence	
	There+be	Tener-exist:1	1
C.ex-pr's	O.L.Spanish	English correspondence	
	V+S+Inf.	S+V+X: 1	1
	Haber+rel	S+V+X: 1	1
	O.L.English	Spanish correspondence	
	There+be+rel	S+V+X: 5	4
	There+be+inf	(S)+V+X:1	1
Pron.V	O.L.Spanish	English correspondence	
	Pron+V+S	S+V+X: 13	6

CHART 4

ANALYSIS OF WRITTEN CORPUS. STRUCTURAL CONTRAST AND PRAGMATIC EQUIVALENCE.

	Structural contrasts		Pragmatic equivalence
S.ex-pr's	O.L.Spanish	English correspondence	
	Haber+S	There+Be+S:8	8
	V + S	A + V: 2	2
	" "	have-exist: 2	2
	" "	There+V: 3	3
	" "	S+V+X: 3	3
	" "	There+Be+left: 1	1
	" "	Non-ex-pr and non-pr: 2	2
	Tener-exist.	S+V+X: 1	1
	" "	Have-exist.: 1	1
	O.L.English	Spanish correspondence	
	There+Be	Tener-exist : 1	1
	" "	S+V+X: 3	3
	There+V	V+S: 1	1
	Have-exist	Tener-exist:8	8
C.ex-pr	O.L.Spanish	English correspondence	
	V+S+Rel	There+V+Rel: 1	1
	O.L.English	Spanish correspondence	
	There+Be+left	V+S: 1	1
	There+Be+rel	S+V+X: 5	1
	" " "	Haber +Rel: 3	3
	There+Be+inf	Haber +Inf: 1	1
	" " "	Haber +Rel: 2	2
	-ñIingñi+V	V+S :3	3
	-ñIedñi		
	" "	Haber: 1	1
	Have-exist+left	Pron+V+S :1	1

Pr Idioms	O.L.Spanish	English_correspondence	
	Ser+NP(id)	It+Be+NP(id): 2	2
	Hacer+TimeA	It+Be+TimeA: 1	1
	Ir para+TimeA	It+Be+TimeA: 1	1
	Ser+NP(t)	It+Be+NP(t): 1	1
	Tratarse de+NP	S+V+X: 1	1
	O.L.English	Spanish_correspondence	
	It+Be+TimeA	(S)+V+TimeA :2	2
Pron.V	O.L.Spanish	English_correspondence	
	Pron+S+V	S+V+X : 13	7

ABBREVIATIONS:A= Adverbial. C.= Complex. -ÑIedÑi= -ÑIedÑi clause. (id)= 'identifying'. Inf= Infinitive clause. ÑI-ingÑi= -ÑIingÑi clause. -ÑIndoÑi =(Spanish) gerund clause. Numerals (1,3.etc.)= Number of examples in the corpus. O.L. = Original language. Pron= Clitic pronoun." = 'the same structure'. rel= Relative clause. S = Subject. (S)= Subject anaphorically contained in Spanish verb endings. S.= Simple. V= Verb. X= Variable element.

ABSTRACT

Existential-presentative (ex-pr) and non-existential presentative (pr) sentences (and clauses) are an important tool for communication in most languages. Therefore it is essential for the foreign language learner to master the most useful types of these sentences at each level of proficiency and for each functional purpose. Both ex-pr's (There's a boy in the street, Standing nearby was Myriam, Ha venido Juan) and pr's (Me duele la cabeza) introduce an element which is pragmatically 'new' and 'presentative' by delaying it to a position after the introductory ex-pr or pr verb.

The aim of this paper is to establish the main contrasts between English and Spanish in this area. The first and second parts are devoted to presenting and discussing a structural taxonomy of the subtypes of both kinds of sentences in both languages. The third part deals with the contrasts between both languages at both the structural and pragmatic levels. The fourth part, by far the longest in the paper, concentrates on cases where there is structural contrast but pragmatic equivalence.

These findings result in a number of interesting predictions as to the learning problems -mainly from the point of view of the Spanish student of English but also from that of an English speaker learning Spanish- most likely to be encountered with these sentences. Of course these predictions should be confronted with careful error analysis, a study which is in progress at the moment.